Lillian Crespo

Wiki #6

Prof. O’Connor

1. Arkoudis, Sophie1 [s.arkoudis@unimelb.edu.au](mailto:s.arkoudis@unimelb.edu.au) International Journal of Bilingual Education & Bilingualism; 2006, Vol. 9 Issue 4, p415-433, 19p

English as a Second Language (ESL) and mainstream teachers' collaboration has largely been presented in policy as the unproblematic sharing of ideas. However, in the 20 years since this policy has been in place within Victoria, Australia, teachers are still struggling to find ways of effectively working together. This paper presents a theoretical framework that can be used to explore the dynamics of collaboration between ESL and mainstream teachers. It will be argued that developing collaborative practices between teachers who belong to different subject disciplines and often have different views of teaching is a complex process. Collaboration requires specialised skills on the part of the ESL teacher to gain some epistemological authority within the mainstream curriculum and cross the rough ground that can divide ESL and mainstream teachers within the secondary school context.

1. Short, D. & Echevarria, J. (2004). Teacher skills to support English language learners. Educational Leadership, 62(4), 8-13.

This article speaks about the growing number of ESL students in schools nations wide, and talks about the struggles of this population in schools. The author (Short) gives many examples of how schools fall short of being prepared for said population and suggests that schools using the SIOP model (sheltered instruction observed protocol) would be successful. The school mentioned in the article piloted the program for seven years, along with classroom-based research, skillful teachers and findings from the professional literature. They actively collaborated with practicing middle school teachers in refining the model as they implemented it in their classrooms. I found this article useful because I too have piloted a program of intensive listening activities and phonic based instruction for my ELL as well.

1. Arkoudis, S. (2006).Negotiating the Rough Ground between ESL and Mainstream Teachers. The International Journal of Bilingual Education and Bilingualism, Vol. 9, No. 4.

English as a Second Language (ESL) and mainstream teachers’ collaboration has largely been presented in policy as the unproblematic sharing of ideas. However, in the 20 years since this policy has been in place within Victoria, Australia, teachers are still struggling to find ways of effectively working together. This paper presents a theoretical framework that can be used to explore the dynamics of collaboration between ESL and mainstream teachers. It will be argued that developing collaborative practices between teachers who belong to different subject disciplines and often have different views of teaching is a complex process. Collaboration requires specialized skills on the part of the ESL teacher to gain some epistemological authority within the mainstream curriculum and cross the rough ground that can divide ESL and mainstream teachers within the secondary school context.

1. Creese, A. (2010). Content-Focused Classrooms and Learning English: How Teachers Collaborate. The college of Education and Human Ecology, The Ohio State University.

This article looks at the possibilities of content-based instruction in mainstream English secondary schools. It considers the continuum from a language to content focus in classrooms where teachers collaborate. English as an additional language (EAL) and subject curriculum teachers work together to support young people while they simultaneously study the national curriculum and learn English. The article argues that although teachers in the partnerships consider the relationship between language and content for their students, the lack of an EAL or language curriculum presents few opportunities for language learning or language awareness. With the balance clearly in favor of content, there are negative knock-on effects for the EAL teacher and English Language Learners (ELLs).

1. Goldberg, C. (2008). Teaching English Language Learners What the Research Does – and Does Not –Say. American Education summer 2008.

This article read more like a case study than anything else. Goldberg points out that is it unfair learning expectations placed on students and teachers by schools for ELL’s. Goldberg says that old methods are just that, outdated and should not be used in schools that are not showing any prevalent growth among their ELL population. He goes on to say that ELL need a structured curriculum that is tailored to that students specific needs. Because there are many acquisition levels of learning English, many students need a structured plan, one that will meet them at their level and teach their specific academic skills. I like this article because he comes from the vantage point of an ESL student sitting in a class room, one can’t imagine being in their shoes trying to learn the language.